
**Columbia
University
Bulletin**

**The Faculty of Medicine
Center for
Psychoanalytic Training
and Research
1987-1988**

To Communicate with the Center

ADDRESS INQUIRIES about the Center and its program to:

DIRECTOR OF THE CENTER FOR PSYCHOANALYTIC TRAINING AND RESEARCH
722 WEST 168TH STREET
NEW YORK, N.Y. 10032

TELEPHONE: (Area code 212) Wadsworth 7-5000

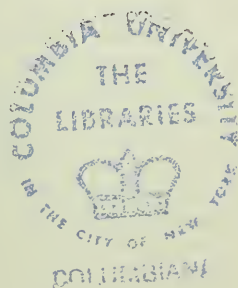
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Program of the Center

History

In 1944 the Psychoanalytic Clinic for Training and Research was established in the Department of Psychiatry of the Columbia University College of Physicians and Surgeons. It was the first psychoanalytic institute affiliated with the American Psychoanalytic Association to be established in a university and a medical school. Half a century earlier, psychoanalysis had been conceived through the then revolutionary observations and concepts of Sigmund Freud. Although contemporary thought recognizes the importance of Freud's insights into the human mind, acceptance by the academic, scientific, and medical-psychiatric communities during the early years of psychoanalysis came slowly. Freud's theories were met with much resistance and antagonism. As a result, psychoanalytic development and training, through its most difficult and formative years, were centered in psychoanalytic societies and institutes rather than in universities and medical schools.

The Clinic was founded with the belief that psychoanalytic training could enrich and be enriched by a setting where its biological and medical-scientific roots on the one hand and its links to the social sciences and humanities on the other could be fully exploited. An association with a department of psychiatry in a medical school would provide access to patients and opportunities for experiential learning and research, while a university affiliation would allow collaboration with members of the larger academic community so that the relationships between psychoanalytic thought and such disciplines as literature, aesthetics, sociology, anthropology, history, and philosophy could be explored. This collaborative

and mutually enlivening spirit has been realized and maintained at Columbia. In 1977 the Clinic was officially redesignated an intradepartmental center, reflecting the extended influence that psychoanalysis has achieved in the university environment and in medical education and confirming many of the original hopes of its founders.

Relationship between the Center and Columbia University

The Center is a psychoanalytic institute within the Department of Psychiatry of the College of Physicians and Surgeons, Columbia University. As a psychoanalytic institute the Center functions autonomously. At the same time, it is an integral part of the Department of Psychiatry and is one of its major divisions. Center staff members, graduates, and candidates constitute a major segment of the departmental staff and participate in the teaching, therapeutic, and research programs of the many divisions of the Department, including child psychiatry, research psychiatry, general psychiatry, community psychiatry, medical psychology, biometrics, and sociology, as well as medical school and residency training. The relationship between the Center and the Department makes available to candidates and recent graduates opportunities for early teaching experience, an important stimulus for professional growth and development. Center affiliates are also members of the consultative and research staffs of nonpsychiatric departments at the Columbia-Presbyterian Medical Center.

The Center and its staff members work with other schools, depart-

ments, and projects of Columbia University in the preparation of courses for undergraduate and graduate students of the University in psychoanalysis, in collaborating on broad areas of common interest, and in providing theoretical and elective courses for psychiatric residents at the New York State Psychiatric Institute and affiliated hospitals of the Department of Psychiatry.

Objectives

The Center for Psychoanalytic Training and Research has four major objectives that are all facets of an integrated whole: to educate students in the theory and practice of psychoanalysis, to encourage psychoanalytic research, to apply psychoanalytic theory to other disciplines, and to foster the development of psychoanalytic scholarship. Properly pursued, these objectives enrich and reinforce one another. Each student gains a basic knowledge of psychoanalytic theory and technique, a desire to seek answers to challenging questions, and a receptivity to the perspectives of other disciplines, which are all aspects of the professional who is competent in psychoanalytic practice. The program enables graduates to choose and pursue a variety of fields of predominant interest. Many graduates go on to positions in research, teaching, and other related professional activities.

Philosophy

Psychoanalysis has been defined by Freud in three ways. First, it is a theory of human behavior. Second, it is a treatment. Third, it is a method for the investigation of unconscious and conscious mental processes, a special kind of research instrument. Education at Columbia is concerned with all three of these aspects of psychoanalysis.

As a theory of the mind, psychoanalysis emphasizes the importance of

unconscious mental life and the ubiquity and importance of conflict, conscious and unconscious. The psychoanalytic viewpoint takes into account the interaction of the biological sources of human motivation with cultural forces and developmental and experiential factors that influence the continuity of development from birth to adulthood. The crucial role of early development, the evolution of the structures of the mind, and object relations are among important factors embraced by this conception of the mind. Dynamic elements can also be observed in the formation of character, in the structural aspects of the mental apparatus, and in the success or failure of adaptive functions.

As a treatment, psychoanalysis places great emphasis on the complexity of the psychoanalytic process, its multiple determinants, including those occurring within the patient, within the analyst, and in the relationship between them. Transference, resistance, counter-transference, interpretation, insight, empathy, and working-through are major subjects in the study of therapeutic process and change.

The Columbia Center is deeply committed to psychoanalytic research. This third definition of psychoanalysis, as an investigative method for the study of mental life, has been and continues to be a crucial aspect of the intellectual life at the Center. Psychoanalytic research projects have included such varied topics as psychosomatic illness, gender identity, body image disorders, anorexia nervosa, male and female sexuality, infant development, dreams, character organization, ego-strength, esthetics, creativity, fantasy, psycho-biography, literature, and the influence of culture on personality. Psychoanalysis as a treatment technique has been an object of study in work on social class and psychoanalytic therapy, outcome results of psychoanalytic treatment, comparative treatments of patients

with phobias and panic disorders, and the effects of low-cost clinic fees. Candidates are actively encouraged to develop new projects themselves and to participate in ongoing work in progress.

The student's successful integration of these different perspectives requires commitment from experienced and involved faculty members who can not only teach what they know and demonstrate what they do, but who also strive to understand the unique educational task required for training each individual student. A divergence of viewpoints has always been encouraged, and divergence exists among candidates and faculty members; the selection of both candidates and faculty members reflects this philosophy.

Course of Training

The course of training covers a period of not less than four years and includes (1) personal analysis; (2) classroom teaching, including formal courses and seminars on theory and practice, clinical conferences, and continuous case seminars; and (3) intensive supervision of psychoanalyses of adult patients.

The program is firmly rooted in the traditional tripartite system of psychoanalytic education. The candidate begins personal analysis soon after admission to the Center. Formal course work—the curriculum—constitutes the second step. Permission for beginning classes is determined by a prematriculation interview after the analysis is well under way. Encouragement to start supervised analysis of a case—the third step—is considered during the first year of classes in order to introduce active clinical experience as early as possible. Analysis of at least three supervised cases is required of each candidate during analytic training. Ultimately, these three aspects of training must proceed concurrently for each candidate, so that

personal experience and didactic knowledge are reinforced and become integrated with each other. Knowledge gained from teachers and texts, self-knowledge achieved through the personal analysis, and knowledge acquired from the experience of doing supervised case work become aspects of an integrated whole.

Upon completion of this course of training, a Certificate in Psychoanalytic Medicine is awarded by Columbia University.

THE CURRICULUM

The underlying philosophy of the curriculum is that it is optimal to combine and integrate a sound historical grasp of traditional psychoanalytic principles with current conceptual perspectives. A solid grounding in classical theory as well as exposure to current frontiers of knowledge helps the candidate to understand the various points of view and controversies within psychoanalysis, to grasp the common ground from which divergence proceeds, and to have a theoretical and clinical basis to integrate concepts as well as to discern differences among them.

The design of the curriculum has several aims. First, the core curriculum provides thorough early grounding in the basic essentials of theory, the psychoanalytic process, and clinical technique. Second, a coordinated course of study within this core provides the means for integrating psychoanalytic metapsychology, clinical theory, and clinical practice during all major phases of the course work. Third, opportunities are provided for further development according to individual needs and interests by offering choices and guidance within a program of required elective courses. Within this structure, the development of individual thought and exploration is encouraged.

The core curriculum is composed at each level of four groups of courses: theoretical (metapsycholo-

gy), theory of technique, clinical-technical, and developmental. This core is supplemented, beginning in the third year, by a series of electives in various areas radiating out from the core. The basic courses are organized hierarchically. From year to year, there is movement from basic to more advanced theory, from clinical presentations of early stages of treatment to later stages and termination, from pathology of the neuroses to more difficult character disorders, and from basic components of technique to more complex, current, controversial issues.

Personal Analysis and Analytic Supervision

The personal analysis of the candidate and the supervision of analytic work with patients remain, as they have since the early years of psychoanalysis, central to psychoanalytic training.

THE PERSONAL ANALYSIS

In the earliest historical period of analytic training it was considered necessary for the prospective analyst to undergo a "sample" of analysis in order to become acquainted with the unconscious and with mental mechanisms, interpretations, and insight. With increasing experience, the emphasis in the personal analysis has shifted from the didactic aspect of analysis to its therapeutic function. Its value goes beyond the aim of familiarizing the candidate with the course and conduct of the analytic process. The candidate undertakes a therapeutic analysis and emerges from this personal analytic experience with new self-understanding. The candidate comes to appreciate the content and inner pressure of his or her own unconscious conflicts and learns, in the most realistic and meaningful way, the relationships between early experience, character, and symptom formation. The candidate develops an awareness of the ways in which

his or her perceptions or responses may be distorted and becomes better prepared to function fully and more empathically in the analytic situation. Responsiveness to the complex communications, needs, and fears of patients becomes richer and more resonant as areas of personal vulnerability are understood and mastered. The candidate's capacity to use personal feelings and fantasies in the service of the patient's analysis is enhanced. From personal experience, the candidate encounters the fundamental necessity for a thorough working through of the forces that interfere with change. The personal analysis fosters the maturing process of the candidate as a psychoanalytically trained therapist.

The candidate begins personal analysis after receiving notification of admission to the Center, and will be referred to an approved training analyst as soon as possible after acceptance. The candidate must have had at least nine months of analysis in order to be eligible to begin the first year of course work. Training analysts are members of the staff who have been so designated by the Center and who are so recognized by the American Psychoanalytic Association.

The analyses of candidates shall be conducted four or more times a week, except where special technical considerations provide an indication for *temporary* interruption or alteration of frequency. Arrangements for payments of fees for personal analysis are made privately by the candidate and the analyst. The personal analysis at Columbia is a confidential, nonreporting analysis. A nonreporting analysis is one in which the analyst reports only the duration of the analysis. Otherwise, the training analyst reports nothing; full confidentiality is maintained. It is a completely private experience between analyst and candidate.

ANALYTIC SUPERVISION

The supervision of the candidate's analytic treatment of patients is the candidate's most important opportunity to develop the necessary skills to conduct psychoanalysis successfully. More than simple didactic teaching is involved, and the supervisory relationship is often rich, rewarding, and personal on many levels. The development of analytic skills has an important introspective and empathic component. The supervisor can aid in facilitating the candidate's capacity to self-reflect and to use increased self-awareness, enhanced listening skills, and greater communicative capacities to supplement the acquisition of technical knowledge. Thus, supervisory teaching and training analysis usually complement each other.

If the candidate's instructors in the first term of the first year approve his or her class work, the candidate will be approved to begin supervised analyses. Supervisors are assigned by the Center but every candidate may submit, if he or she wishes, a request to be assigned a particular supervisor. Every effort is made to satisfy these requests when possible. A minimum of three supervised cases is standard during the course of training. The first and second cases are selected and referred to the candidate by the Center. These analyses are carried out at low Center fees paid to the Center. The candidate pays only a nominal administrative fee for the first two supervising cases, but no supervisory fees per se. The third or subsequent cases may be private patients chosen by the candidate-analyst, but are subject to approval by the supervisor. Supervisory fees for private cases are arranged privately by the candidate and his or her supervisor, but paid to the Center. Third case fees are retained by the candidate.

The supervised analysis of the third case is expected to continue long enough to demonstrate that a satisfac-

tory psychoanalytic process is under way and that a good working relationship with the analyst has been established.

At least one case must be carried to completion or sufficiently close to it to have demonstrated the candidate-analyst's competence to resolve the problems of termination.

Supervision must be carried on for a minimum of 150 hours. It continues until the candidate demonstrates sufficient proficiency and security to enable the candidate to conduct the analyses of his or her supervised cases independently.

When approval is given to begin the third supervised analysis, the candidate usually is encouraged to begin unsupervised private psychoanalyses. Candidates are advised to consult once or twice a year about such patients with a consultant analyst of their own choice from the staff of the Center.

Requirements for Application

Persons eligible to apply for admission to the training program are:

1. Fourth-year medical students who intend to enter approved psychiatric residencies. If accepted, students may begin personal analysis while still in medical school.
2. Psychiatric residents in approved hospitals.
3. Practicing psychiatrists with approved medical and psychiatric training.
4. Special candidates (see page 9).

Requirements for Matriculation

1. Graduation from a medical school approved by the American Association of Medical Colleges.
2. Completion of one or more years of psychiatric residency in a hospital approved by the Liaison Committee on Medical Education of the American Medical Association.

3. At least nine months of personal analysis with an approved training analyst of the Psychoanalytic Center for Training and Research.

4. Prior to treating Center patients the following requirements must be met: (a) U.S. citizenship or permanent resident status; (b) medical licensure in the state where patients will be seen; and (c) malpractice insurance.

Advanced standing. Candidates may be granted credit for courses completed elsewhere if these courses are considered by the Director to be equivalent to those given in the Center.

Applications for admission to training may be submitted at any time during the year, and will be reviewed throughout the year. Application forms may be secured from the Center for Psychoanalytic Training and Research, Department of Psychiatry, Columbia University, 722 West 168th Street, New York, N.Y. 10032. The completed forms in duplicate must be accompanied by the application fee of \$75. This fee is not refundable and is not credited toward tuition. Applicants will be interviewed by members of the Committee on Selection.

All applications must be approved by the Center for Psychoanalytic Training and Research, the Department of Psychiatry, and the Faculty of Medicine.

Registration and Fees

After their applications have been approved by the Center for Psychoanalytic Training and Research, the Department of Psychiatry, and the Faculty of Medicine, applicants must register in person at the Office of Student Information Services, 141 Black Building, 630 West 168th Street, on September 14, 15, or 16.

The program of lectures and other required work begins on Monday of the week following Labor Day.

All candidates are asked to give Social Security numbers when registering in the University. However, Social Security numbers are required of international students *only* when those students will be receiving payment from the University. International students should consult the Office of International Student Services, 208 Lewisohn, on the Morningside campus, for further information. Other students who do not have Social Security numbers should obtain them from their local Social Security offices well in advance of registration.

Students who are not citizens of the United States and who need authorization for special billing of tuition and/or fees to foreign institutions, agencies, or sponsors should go to the International Student Adviser with two copies of the sponsorship letter. Special billing authorization is required of students whose bills are to be sent to a third party for payment.

As of 1987–1988, tuition is \$3,000 for each academic year up to five years, and \$1,500 for the sixth year and beyond. Fees for non-matriculated and special students are arranged on an individual basis. Tuition is payable semiannually according to the following schedule:

AUTUMN TERM 1987

Continuing students: August 14, 1987

New students: September 16, 1987

SPRING TERM 1988

Continuing students: December 30, 1987

New students: January 29, 1988

Application for Certificate

The certificate in psychoanalysis is awarded three times a year—in October, January, and May. Candidates for a certificate must file an application with the Office of Student Information Services, 630 West 168th Street. A late fee of \$50 is charged after the dates specified below.

July 31, 1987: Last day to apply or reapply for October certificate. A late fee of \$50 will be charged after this date.

September 8, 1987: Last day to file *late* application for October certificates.

October 28, 1987: Award of October certificates.

October 30, 1987: Last day to apply or reapply for January certificate. A late fee of \$50 will be charged after this date.

December 4, 1987: Last date to file *late* application for January certificates.

January 27, 1988: Award of January certificates.

February 22, 1988: Last day to apply or reapply for May certificate. A late fee of \$50 will be charged after this date.

April 1, 1988: Last day to file *late* application for May certificates.

May 18, 1988: Award of May certificates.

Special Candidates

The Center invites applications for training from nonmedical researchers, scholars, teachers, and administrative leaders who wish to enhance their ability to conduct psychoanalytically informed research or other work in their primary fields of scholarship or to conduct research within the field of psychoanalysis itself by way of the psychoanalytic process and using psychoanalytic data.

The Center offers three programs: partial didactic training, complete didactic training (without training in psychoanalytic treatment of supervised cases), and full training (including supervised cases). Programs are individually designed for the needs of each applicant and may include personal psychoanalysis and course work.

Partial didactic training would include participation in the first-year theoretical course. Subsequent participation in other theoretical courses is decided on an individual basis.

Complete didactic training, without training in psychoanalytic treatment of supervised cases, would include participation in all theoretical and clinical seminars. Adequate prior clinical experience is prerequisite. Those who have not had such experience may arrange a special tutorial with the Center faculty.

Partial and complete didactic training do not lead to the certificate in psychoanalysis.

Special candidates seeking full clinical training must receive individual waivers from the American Psychoanalytic Association, which must be requested through the administration of the Center. The procedure is for the Center to request the waiver on behalf of the applicant, documenting that certain criteria have been met. For example, an applicant can request a waiver if he or she (1) holds the highest academic degree usually awarded in the applicant's field of specialization (e.g., M.D., Ph.D.,

D.S.W.) or holds equivalent recognition in a nonacademic field; (2) plans a career in which research or scholarly endeavors clearly play a central role; an applicant is expected to be an accomplished investigator, to show promise as an investigator, or to be an outstanding academic teacher, scholar, or administrator; through scholarly research, teaching, or administrative work, an applicant should be in a position—and have the capacity—to stimulate the development or the application of psychoanalysis; and (3) meets the criteria applied to all candidates of personal and clinical readiness to begin supervised clinical work.

Graduates of this full training program are eligible to apply for membership in the American Psychoanalytic Association and its constituent societies.

Program in Child and Adolescent Psychoanalysis

An applicant for admission to the program shall be a regularly accredited candidate in the Center or an approved-institute graduate who is admitted as a nonmatriculated student. A candidate in the Psychoanalytic Center may apply during the first year in the general adult program and, after approval by the Executive Committee of the Center, may begin classes in child analysis at the beginning of the second year of adult training.

Prior to his or her child psychoanalytic training, or (in exceptional cases) during child analytic training, the candidate shall have gained considerable familiarity with the psychology and development of normal and disturbed children. This may be experience acquired through prior training in child psychiatry. Effectively supervised experiences with normal and neurotic children in a variety of settings (pediatric services, schools, and day-care nurseries) may also satisfy

this requirement if the candidate has not completed a residency in child psychiatry. Tuition for child-analysis program candidates who are actively engaged in course work is covered by their tuition payments to the University. Supervisory fees are privately arranged.

Free Consultation to New York City Area Residents in Psychiatry

Faculty of the Columbia University Center for Psychoanalytic Training and Research are available to provide information and discussion to psychiatric residents and graduates of New York area psychiatric residency training programs who wish to explore the possibility of psychoanalytic training. In addition, senior faculty of the Center offer free clinical consultations to psychiatric residents.

All interested psychiatric residents and graduates may write or call the Director or Associate Director of the Psychoanalytic Center, who will facilitate the consultation with a senior faculty member of the Center.

Faculty Advisers

A faculty adviser is assigned to each candidate and remains adviser to that candidate throughout training. The adviser is always available to the candidate for discussion of any problems that may arise and to provide a ready channel of communication with the administration. The adviser meets routinely with the candidate at least twice a year to discuss the candidate's educational progress.

The faculty advisers are regular members of the Progression Committee, which is responsible for the advancement of candidates through each stage of education and training. A subcommittee of the Progression Committee is responsible for the assignment of analytic supervisors

when candidates are permitted to begin their supervised analytic training.

An additional faculty adviser is assigned to each class, so that if a candidate wishes to seek advice and counsel or to discuss problems with a faculty member who is in no way connected with his or her progression at the Center, it is possible to do so.

Clinical Services

For purposes of training and research, and to serve the needs of the community, the Center maintains psychoanalytic treatment services for adults and children. Members of the Diagnostic Service select Center patients for supervised analysis and also provide candidates with supervised experience in psychoanalytic interviewing and diagnosis. Candidates are taught the criteria of analyzability during their assignment with the Diagnostic Service.

The Psychoanalytic Center has introduced a special consultation service at reduced fees for members of the faculty and officers of instruction of Columbia University and their families, including children, as well as for the supporting staff of the University and their families.

The Alexander H. Beller Award

The Alexander H. Beller Award, named in memory of our esteemed colleague to honor his unstinting commitment to psychoanalysis and psychoanalytic education, is presented to candidates or recent graduates (five years) of the Columbia University Center for Psychoanalytic Training and Research in recognition of a significant scholarly study in the general area of psychoanalytic theory. Original contributions, scholarly reviews that furnish an integration of theory in a specific area, and clinical papers with significant focus on theoretical issues are considered.

The John J. Weber Prize for Psychoanalytic Research

The Psychoanalytic Center offers a prize to candidates and graduates for an original research paper on a psychoanalytic topic. The John J. Weber Prize for Psychoanalytic Research is given periodically, but not more than once a year. The winner is selected by the members of the Research Committee. The prize carries a \$500 award and a scroll.

The George S. Goldman Award

The annual George S. Goldman Award for Achievement in Clinical Psychoanalysis and/or Psychoanalytic Education is given in recognition of and encouragement to colleagues who bring a high level of skill to psychoanalytic practice and teaching. Candidates, graduates, and faculty of the Columbia Center for Psychoanalytic Training and Research are eligible for this award.

The annual George S. Goldman Award of \$500 and a scroll was conceived and funded by an anonymous donor in recognition of Dr. George S. Goldman's contributions to the teaching and practice of psychoanalysis.

Academic Discipline

The continuance of each candidate upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University.

Statement of Ethics

Cases are discussed with faculty members and candidates of the Center as a regular part of the teaching program. This practice is invaluable as a teach-

ing tool, but it greatly adds to the responsibility that each candidate must assume toward these patients. All information gained from such teaching must be treated as confidential. A helpful guide to one's moral and ethical responsibilities to Center patients is to recognize that in this respect every Center patient is one's own patient. Candidates may not conduct psychoanalytic treatment until authorized to do so.

Statement of Nondiscriminatory Policies

The University is required by certain Federal statutes and administrative regulations to publish the following statements.

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and Part 86 of 45 C.F.R., the University does not discriminate on the basis of sex in the conduct or operation of its education programs or activities (including employment therein and admission thereto). Inquiries concerning the application of Title IX and Part 86 of 45 C.F.R. may be referred to Ms. Rosalind S. Fink, the Director of the University's Office of Equal Opportunity and Affirmative Action (305 Low Memorial Library, New York, N.Y. 10027, telephone 212-280-5511), or to the Director, Office for Civil Rights (Region II), 26 Federal Plaza, New York, N.Y. 10007.

Columbia University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs.

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and Part 84 of 45 C.F.R., the University does not discriminate on the basis of handicap in admission or access to, or employment in, its programs and activities. Section 503 of the Rehabilitation Act of 1973 requires affirmative action to employ and advance in employment qualified handicapped workers.

The University in addition desires to call attention to other laws and regulations that protect employees, students, and applicants.

Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination on the basis of race, color, or national origin in programs or activities receiving Federal financial assistance. Title VII of the Civil Rights Act of 1964, as amended, prohibits employment discrimination because of race, color, religion, sex or national origin. Executive order 11246, as amended, prohibits discrimination in employment because of race, color, religion, sex or national origin and requires affirmative action to ensure equality of opportunity in all aspects of employment. In addition, New York Human Rights Law, Article 15, Executive Law Section 296 prohibits discrimination in employment because of marital status.

The Equal Pay Act of 1963 prohibits its discrimination on the basis of sex in rates of pay. The Age Discrimination in Employment Act of 1967, as amended, prohibits discrimination in employment on the basis of age.

The Columbia University Senate on December 1, 1978, passed a resolution announcing its general educational policy on discrimination which reaffirms the University's commitment to nondiscriminatory policies in the above-mentioned categories, as well as its policy not to discriminate on the basis of sexual orientation.

Section 402 of the Vietnam Era Veterans' Readjustment Assistance

Act of 1974, as amended, prohibits job discrimination and requires affirmative action to employ and advance in employment qualified special disabled veterans and veterans of the Vietnam era.

All employees, students, and applicants are protected from coercion, intimidation, interference or discrimination for filing a complaint or assisting in an investigation under any of the foregoing policies and laws.

The University's Office of Equal Opportunity and Affirmative Action has also been designated to coordinate the University's compliance activities under each of the programs referred to above. Any employee who believes that he or she has been denied equal opportunity should contact this Office, which will investigate complaints and counsel employees on questions relating to equal opportunity and affirmative action.

Reservation of University Rights

This bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty. The bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms of this bulletin. The bulletin is not

intended to be and should not be regarded as a contract between the University and any student or other person.

Rules of University Conduct

The Rules of University Conduct (Chapter XLI of the Statutes of the University) provide special disciplinary rules applicable to demonstrations, rallies, picketing, and the circulation of petitions. These rules are designed to protect the rights of free expression through peaceful demonstration while at the same time ensuring the proper functioning of the University and the protection of the rights of those who may be affected by such demonstrations.

The Rules of University Conduct are University-wide, and displace the normal disciplinary procedures of each School or Division ("Dean's discipline"), although a student who is charged with a violation of the Rules has the option of choosing Dean's discipline.

All University faculty, students, and staff are responsible for compliance with the Rules of University Conduct. Copies of the full text are available at the Office of the University Senate, 402 Low Memorial Library, at the Office of Student Information Services, 208 Philosophy, and at the Office of Student Activities, 206 Ferris Booth.

Courses of Instruction

The University reserves the right to withdraw or modify the courses of instruction or to change the instructors as may be necessary.

KEY TO COURSE LISTINGS

Each course number consists of a capital letter followed by four digits and the term designation.

The *capital letter M* designates the Faculty of Medicine.

The *first two digits* indicate the level of the course:

- 90 prematriculation
- 91 first year
- 92 second year
- 93 third year
- 94 fourth year
- 95 fifth and additional years
- 96 electives and tutorials
- 97 child and adolescent studies

The *third digit* indicates the category of the course:

- 0 theory
- 1 clinical theory or technique
- 2 clinical case conference
- 3 supervision

Term Designations: X and Y

An *x* following the course number signifies that the course meets in the autumn term; *y* indicates the spring term.

PROGRAM IN ADULT PSYCHOANALYSIS

Required Program

Beginning in the second half of the third year, certain electives are part of the required program. These requirements are described under Elective

Seminars and Research Projects, on pages 17-18.

PREMATRICULATION YEAR

Psychoanalysis M9000y

The origins of psychoanalysis

Drs. Cooper, P. Kernberg, H. Meyers, and Viederman. 8 hours (January-June at intervals). Monday 7-9 p.m.

An introduction to the evolution of psychoanalytic thought. Discussion and readings on the influences of the life and times of Freud on the origins of psychoanalysis. A brief outline of influences on psychoanalysis since Freud's time up to current times. Clinical illustrations of analytic process and applied psychoanalysis.

FIRST YEAR

Psychoanalysis M9101x-M9102y

Freud through the beginning of ego psychology

Dr. Aronson, course chairman; Drs. Frances and Glick; Drs. Kaufman and Rowntree, coordinators. 64 hours (September-June). Monday 2:30-4:30.

A historical, conceptual, and critical review. Traces the development of psychoanalytic theory from Freud through the beginning of ego psychology, with some current critiques.

Psychoanalysis M9103y

Child and adolescent development, normal and abnormal

Dr. Mahon, course chairman; Drs. Blos, Galenson, Neubauer, Sarnoff, and Weil. 32 hours (February-June). Saturday 9-11.

Stages of development from infancy through adolescence, from an analytic point of view. Data from development studies and from clinical psychoanalyses of children and adolescents are discussed in relation to psychoanalytic theory and its implications for adult analysis.

Psychoanalysis M9110x

Clinical theory and technique, I: the basis of the psychoanalytic process

Drs. Chertoff, Druss, H. Meyers, and Schore; Drs. Mankoff and Seelig, coordina-

tors. 32 hours (September–January). Saturday 9–11.

Basic principles of the clinical theory and technique of psychoanalysis. Major topics include free association, empathy, transference, countertransference, resistance, silence, acting out, interpretation, therapeutic alliance, the analytic situation, and an introduction to dream interpretation. Readings in clinical literature include Freud's papers on technique, as well as current concepts.

Psychoanalysis M9125x-M9126y

Psychoanalytic process, I: early phase

Drs. Mankoff and Seelig, coordinators; Drs. Bradlow, Druss, Liebert, and H. Meyers. 64 hours (September–June). Saturday 11–1. Coordinated with course on clinical theory and technique, *Psychoanalysis M9110*. Continuous case conferences. Demonstration of the clinical source of psychoanalytic data and the technical use of that data in conducting an analysis. Emphasis on induction and early phase of analysis.

Psychoanalysis M9130y

Supervision: psychoanalysis

Members of the staff: supervising analysts. 1 hour weekly, to be arranged.

Psychoanalysis conducted under individual supervision. With faculty approval, work may begin the second half of the year. Patients are seen four or five times a week.

SECOND YEAR

Psychoanalysis M9201x-M9202y

Psychopathology

Dr. H. Meyers, chairman; Drs. Asch, Coen, and Oldham; Drs. Auchincloss and Bellin, coordinators. 64 hours (September–June). Monday 11–1.

Major neuroses and character disorders, including hysteric, obsessive-compulsive, phobic, depressive, masochistic, and narcissistic disorders, and borderline conditions. Historical and current conceptual approaches from different theoretical frames of reference. Review of classic and current psychoanalytic literature, including study of Freud's cases from the original as well as the current perspective.

Psychoanalysis M9205x-M9206y

Concepts of ego psychology and object relations theory

Dr. Viederman, course chairman; Drs. D. Stone and Wasserman; Dr. Bone, coor-

inator. 48 hours (September–March).

Thursday 1–3.

The concepts of ego psychology and object relations theory in both a historical and a current conceptual context, including Freudian, post-Freudian, and current thoughts as well as controversial issues. Includes both an integrative overview and in-depth discussion of concepts. The ego; self and object representations and concepts of the self; and superego and ego ideal (male and female) are studied in their developmental, conflictual-defensive, autonomous-cognitive, structural, and adaptive aspects. Concepts examined also include the roles of motivation, conflict, and unconscious fantasy. Readings in classic and current literature.

Psychoanalysis M9208y

Gender and sexual development and pathology

Dr. Schuker. 16 hours (March–May). Thursday 1–3.

Classic and current concepts of male and female sexual and gender development, normal and pathological.

Psychoanalysis M9210x

Clinical theory and technique, II: dreams

Dr. Lane. 16 hours (September–November). Monday 1–3.

Clinical, theoretical, and physiological aspects of dreams. Focus on the clinical use of dreams in psychoanalysis, and the technical handling of dream material drawn from the psychoanalytic hour. The function of dream reporting and interpretation in the psychoanalytic process is explored, with discussion of related readings.

Psychoanalysis M9225x-M9226y

Psychoanalytic process, II: early and middle phases

Dr. Bender, coordinator; Drs. P. Kernberg, Klein, Oldham, and Ovesey. 48 hours (November–June). Monday 1–3.

Coordinated, where possible, with concurrent course on psychopathology. *Psychoanalysis M9201*. Ongoing cases discussed in depth, with emphasis on the detailed understanding of psychodynamics, psychoanalytic process, and the strategy of psychoanalytic technique. Focus on early and middle phases of analysis. Illustrations of technical issues from candidates' own cases.

Psychoanalysis M9230x-M9231y**Supervision: psychoanalysis**

Members of the staff: supervising analysts. 1 to 2 hours weekly, to be arranged.

A continuation of *Psychoanalysis M9130*.

A second supervised case might be started during the second year, depending on faculty approval. A separate supervisor is assigned for each analytic case, so the number of hours of weekly supervision depends on the number of supervised cases.

THIRD YEAR**Psychoanalysis M9305x-M9306y****Advanced theory and concepts**

Dr. Heimarch, course chairman; Drs. Fogel, Grolnick, Kalinich, O. Kernberg, Olds, and D. Stern; Drs. Marcus and G. Stern, coordinators. 64 hours (September–June). Thursday 1–3.

Advanced theory and concepts and their evolution. Selected current topics, new trends in theory, and their critiques. In the first segment, areas of specific focus include affect theory, internalization and identification, and current developmental issues. The second segment, in its focus on the evolution of psychoanalytic thought, includes study and critiques of the contributions and development of British and American object relations theory, theories of the self, the contribution of other current American theorists, and a review of early theorists and their current relevance.

Psychoanalysis M9310x**Clinical theory and technique, III: middle and later phases and current controversies**

Drs. Diamond, H. Meyers, and Daniel Shapiro; Dr. Perry, coordinator. 32 hours (September–January). Monday 11–1.

Focus on the middle and later phases of analysis. Topics include transference neurosis, construction and reconstruction, working-through, regression, reliving, insight and change, goals of psychoanalysis, negative therapeutic reaction, and failure in analysis. Areas of current controversy are considered, such as the nature of therapeutic action, the centrality of the role of transference interpretation, the here and now vs. the genetic reconstruction, the analyst as a real object, the nature and centrality of empathy, gender issues, and oedipal vs. pre-oedipal developmental

approaches in relation to analytic technique. Illustrative clinical vignettes from current practice, as well as readings in classic and current clinical literature.

Psychoanalysis M9326x-M9327y**Psychoanalytic process, III: middle phase**

Dr. Schein, coordinator; Drs. Cook, Fogel, Goldman, O. Kernberg, Levitan, and Persson. 64 hours (September–June). Monday 1–3.

Coordinated, where possible, with concurrent course on clinical theory, *Psychoanalysis M9310*. Illustrations of clinical theory (*M9310*) in case presentations as well as short selected samples from candidates' own cases. Presentation and discussion of continuous cases. Focus on the middle and later phases of analysis.

Psychoanalysis M9330x-M9331y**Supervision: psychoanalysis**

Members of the staff: supervising analysts. 1 to 3 hours weekly, to be arranged.

A continuation of *Psychoanalysis M9230*. Number of supervisory hours each week depends on number of supervised cases in treatment. A third supervised case may be started in the third year, depending on faculty approval.

FOURTH YEAR**Psychoanalysis M9401x****Methodology, I: verification of clinical interpretation**

Dr. Michels. 16 hours (December–January). Monday 1–3.

The logic of clinical inference and attempts to validate clinical inferences from analytic data. Emphasis is on competing references derived from different theoretical systems and different views of the analysand. Some published material is used, as well as candidates' own case material.

Psychoanalysis M9402y**Methodology, II: research**

Dr. Bachrach. 10 hours (January–February). Thursday 1–3.

Psychoanalysis is examined as a research tool for its own process as well as its application to other disciplines. Research methodology is discussed in its application to the psychoanalytic process.

Psychoanalysis M9410x**Clinical theory and technique, IV: termination of analysis**

Drs. Diamond and E. Goldberg. 16 hours (September–November). Monday 1–3.

Issues of termination: criteria for termination, problems in and technique of termination. Clinical case presentation and readings in clinical literature.

Psychoanalysis M9416y**Clinical theory and technique, VI: special technical approaches—stalemates and difficulties in mid-phase**

Dr. Schlesinger. 16 hours (April–May). Thursday 1–3.

Exploration of reasons for and technical approaches to apparent stalemates and difficulties in the ordinary course of analysis.

Psychoanalysis M9426x-M9427y**Psychoanalytic process, IV: later phases, termination, and special problems**

Drs. Donson and Roose, coordinators: Drs. Karush and Lane. 32 hours (November–February, April–June). Monday 1–3.

Presentation of continuous cases. Focus on later phases, termination phase, change, postanalytic phase, and theory of change. Case presentation by recent graduates.

Psychoanalysis M9430x-M9431y**Supervision: psychoanalysis**

Members of the staff: supervising analysts. 2 or 3 hours weekly, to be arranged.

A continuation of *Psychoanalysis M9330*. A third supervisory case will usually have been started (depending on faculty approval) in the fourth year.

Psychoanalysis M9435x-M9436y**Supervision: diagnostic service**

Dr. Myers, admitting psychoanalyst; Dr. Shaderowsky, associate admitting psychoanalyst; Drs. Bernick, Lituchy, Mankoff, and Rainer, assistant admitting psychoanalysts; Drs. Swerdloff and Terestman, psychiatric social workers; Drs. Bender, Bernick, Broden, E. Goldberg, Lerner, Lituchy, Mankoff, Rainer, Shaderowsky, and G. Stern, supervisor; Dr. Bradlow, senior consultant. 18 hours (November–March). Thursday 1–3.

Hours arranged at own discretion except for three Thursday conferences. Candidates receive first-hand experience in the assessment of analyzability, interviewing

prospective analytic patients for admission. Individual supervision and case conferences on analyzability.

FIFTH YEAR**Psychoanalysis M9515x****Clinical theory and technique, V: special technical approaches and modifications of technique**

Drs. Daniel Shapiro and Shaderowsky. 16 hours (February–March). Thursday 1–3.

Focus on preparatory psychotherapy and ego-strengthening techniques in the induction phase-conversion of psychotherapy to psychoanalysis. Case illustrations and relevant readings.

Psychoanalysis M9525x-M9526y**Advanced candidate seminar**

Dr. D. Meyers. 32 hours (September–June, every other week). Thursday 1–3.

Advanced candidates are exposed to a long-term appraisal of psychoanalytic process in one continuous case seminar.

Psychoanalysis M9535x-M9536y**Supervision: psychoanalysis**

A continuation of *Psychoanalysis M9430*.

Elective Seminars and Research Projects

A series of elective seminars is offered, beginning in the second half of the third year, to further amplify the candidates' grasp of theory and process and expand their psychoanalytic scholarship. Candidates take a minimum of two electives (or their equivalents) in the third year, a minimum of four electives in the fourth year, and continued supervision and four electives in each subsequent year. The electives are given on a rotating schedule, with key electives offered more frequently. This system gives the candidates some choice in emphasis and timing of their educational experience, and, with the guidance of the adviser, an opportunity to explore special interests in greater depth and a chance for further study in areas that need strengthening. Elective

seminars are offered in psychoanalytic theory, clinical technique, psychoanalysis as applied to other areas of knowledge, research, and child and adolescent psychoanalytic studies. All courses required for the child and adolescent studies program may be taken as electives in the adult program.

A research project may be substituted for one or two electives, with the approval of the appropriate committees.

Requests by candidates for special seminars are considered by the Curriculum Committee and provided when possible. Some seminars are given only if a required minimum number of candidates elect them. Others may be given on a tutorial basis. Individual tutorials may be arranged on request under special circumstances.

Elective seminars meet for 16 hours and are scheduled on Monday 11–1, Monday 8–10 p.m., or Saturday morning. Occasionally, other times may be arranged.

The following electives were offered during the 1986–1987 academic year.

M9619y
Colloquia

Drs. L. Stone and Chattah

M9646y
Analytic writing

Dr. Arlow

M9722x
Sexual inhibitions, symptoms, and anxiety during analysis

Dr. MacKinnon

M9728x-9729x
Distinguished child analyst seminars
Drs. Bos, Jr., Glenn, Harley, Neubauer, and Silverman

M9736y
Psychoanalytic perspectives of play
Dr. P. Kernberg

M9748x
Culture, anthropology, and psychoanalytic thought
Dr. Grolnick

M9749x
An object relations approach to dream analysis
Dr. Levitan

M9750x
Neurophysiology and psychoanalysis
Dr. Roose and guest lecturers

M9752x
Transference neurosis
Dr. Donson

M9808y
Early childhood observation
Drs. Frankel and P. Kernberg

M9816y
Technical implications of the work of W. R. Bion
Dr. O. Kernberg

M9825y
The ego psychology of H. Loewald
Dr. Fogel

M9836x
Child analysis and adult analysis: similarities and differences
Dr. Mahon

M9839y
Language, literature, and psychoanalysis
Dr. Levine

M9841y
Comparative models of the mind and their clinical application
Dr. H. Meyers

The following electives are offered during the 1987–1988 academic year.

M9600x
Psychoanalytic dream theory
Drs. Bradlow and Levitan

M9654
Conversations between psychoanalysis and literature
Dr. M. Goldberg

M9655x
Oedipal Complex in clinical work
Dr. Fogel

M9728x-9729y
Distinguished child analysts seminar

M9749y

The impact of early object loss on the analysis of adults

Dr. Chertoff

M9753y

Psychoanalytic aspects of child psychosis

Dr. P. Kernberg

M9754x

Some sources of adult character pathology in latency and adolescence

Dr. Sarnoff

M9755y

Transference, countertransference—a developmental point of view

Dr. Mahon

M9827x

Toward a psychoanalytic theory of thinking

Dr. Barchilon

M9828x

Contributions of early psychoanalytic pioneers

Dr. Grolnick

M9829y

H. Rosenfeld's approach to borderline, narcissistic, and psychotic patients

Dr. O. Kernberg

M9831y

Through the looking glass—philosophic issues

Dr. Kalinich

RESEARCH PROGRAM

Candidates have the option of undertaking a research program in lieu of some portion of the elective program. Candidates planning to take a research elective should discuss it with the chairman of the Research Committee and submit the project in writing to the chairman of the Curriculum Committee in the term before they plan to begin. The amount of elective credit that may be allotted is determined on an individual basis.

PROGRAM IN CHILD AND ADOLESCENT PSYCHOANALYTIC STUDIES

The program in child and adolescent psychoanalysis requires a period of

study of not less than 3½ years and includes (1) didactic courses; (2) a minimum of 3 years of continuous case seminars; and (3) the supervised psychoanalytic treatment of not less than three child and adolescent patients.

Candidates at the Center may apply during their first year in the general adult program and may, with faculty approval, begin training in child analysis at the beginning of their second year. Before so doing, each candidate must have achieved satisfactory progress with his or her first supervised adult case. Completion of the child analytic program may not precede completion of the general requirements of the Center's adult psychoanalytic certificate program.

To facilitate this course of study, most of the courses required for the child and adolescent program may be taken in lieu of other elective requirements in the regular adult program. Supervision, supervised cases, and continuous case seminars are in addition to the course work.

All courses in the child and adolescent studies program are open as electives to a limited number of candidates who have a special interest in child and adolescent development and analysis.

Courses in Child and Adolescent Psychoanalytic Studies

FIRST YEAR**Psychoanalysis M9103y**

Child and adolescent development, normal and abnormal

Dr. Mahon, course chairman; Drs. Blos, Galenson, Neubauer, Sarnoff, and Weil. 32 hours (February–June). Saturday 9–11.

Part of the adult core curriculum. Stages of development from infancy through adolescence, from an analytic point of view. Data from child development studies and from clinical psychoanalyses of children and adolescents are discussed in relation to psychoanalytic theory, as well as its implication for adult analysis.

Psychoanalysis M9710x
Principles of child analysis

Drs. P. Kernberg and Mintz. 16 hours.
(September–January). Hours to be arranged.

Principles of child analysis pertaining to indications for analysis, the beginning and termination of analysis, variations in technique based on the stage of development of the child, transference and countertransference, special problems in technique, the psychoanalytic use of play, the use of dreams in child analysis, and the analyst's relationship to the parents. Pertinent literature is assigned and discussed.

Psychoanalysis M9726y
Continuous case seminar

Drs. Frankel, P. Kernberg, Mintz, and Shaderowsky. 40 hours (February–June).
Wednesday 8–10:30 p.m.

Consists of two continuous case seminars held in alternate weeks on the application of the psychoanalytic method in the treatment of children and of adolescents, with in-depth discussion of ongoing cases and of pertinent readings. Presentation of data from the analyses of prelatency and latency children and adolescents.

Psychoanalysis M9732y
Supervision

Drs. I. Bernstein, Blos, P. Kernberg, McDevitt, Mintz, and Neubauer. 3 hours weekly, to be arranged.

Supervised clinical work in child and adolescent analysis may begin in the second term of the first year of the program, with faculty approval and upon having achieved satisfactory progress with at least one supervised adult case. A minimum of three supervised cases (both sexes) is required of each candidate. Patients are seen four or five times a week. These supervised cases must include at least two child cases and one adolescent case in which analysis is begun when the patient is already in some phase of adolescence. It is also preferable to include at least one prelatency child. Candidates work with three supervisors. The candidate should be supervised on a weekly basis with at least one case (usually the first). The frequency of supervision on the remaining cases should be on a weekly basis for the first year. Thereafter, the frequency of the supervision is to be arranged at the discretion of the supervisor. A similar schedule is to be followed for the other child cases under supervision, unless the

supervisor believes less frequent supervision is acceptable. At least one case should be supervised during the termination phase of analysis.

SECOND, THIRD, AND FOURTH YEARS**Psychoanalysis M9725x-M9726y**
Continuous case seminar

80 hours (September–June). Wednesday 8–10:30 p.m.
See First Year.

Psychoanalysis M9728x-M9729y
Advanced seminar in child analysis

25 hours (September–June). Monday 8–10:30 p.m.

For candidates in the child and adolescent psychoanalytic program. Selected theoretical and technical issues in child analysis are discussed in depth. Members of the Child Analysis Faculty participate.

Psychoanalysis M9731x-M9732y
Supervision

(September–June). Hours to be arranged.
See First Year.

Psychoanalysis M9733x-M9734y
Supervision: diagnosis and assessment in child and adolescent analysis

Drs. Frankel, Gilder, P. Kernberg, Kestenbaum, Mintz, Sarnoff, and Shaderowsky.
Hours to be arranged.

Candidates interview children and parents who have applied for consultation at the children's evaluation service of the Psychoanalytic Center. At least one supervisory session for each patient is required. The number of patients to be diagnosed and assessed is determined according to the candidate's educational needs.

ELECTIVE SEMINARS (REQUIRED FOR CHILD ANALYSIS PROGRAM)**M9728x-M9729y**
Distinguished child analysts seminars

Dr. Blos, Jr.; other instructors to be announced.

M9753y
Psychoanalytic aspects of child psychosis

Dr. P. Kernberg

M9754x
Some sources of adult character pathology in latency and adolescence

Dr. Sarnoff

M9755y

Transference, countertransference—a developmental point of view
Dr. Mahon

OTHER EDUCATION AND SCHOLARLY PROGRAMS

Sandor Rado Lectors

The annual Sandor Rado Lectures are endowed by the Alumni Association of the Psychoanalytic Center and honor Dr. Rado, a founder of the Psychoanalytic Clinic and its first director.

Previous distinguished recipients of the lectureship in the order in which the lectures were presented are Thomas French, M.D.; Franz Alexander, M.D.; Abram Kardiner, M.D.; John Bowlby, M.D.; David Levy, M.D.; Edith Weigert, M.D.; Michael Balint, M.D.; Gardner Murphy, Ph.D.; George E. Daniels, M.D.; I. Arthur Mirsky, M.D.; George L. Engel, M.D.; Eugene Pumpian-Mindlin, M.D.; Rene Dubos, M.D.; Peter Wolff, M.D.; Joan Fleming, M.D.; Phyllis Greenacre, M.D.; B. Ruth Easser, M.D.; Hans Loewald, M.D.; Joseph Sandler, Ph.D., M.D., D.Sc.; Roy Schafer, Ph.D.; Edward M. Weinshel, M.D.; Robert R. Holt, Ph.D.; John E. Gedo, M.D.; Aaron Karush, M.D.; Willard Gaylin, M.D.;

Lionel Ovesey, M.D.; Otto F. Kernberg, M.D.; Arnold M. Cooper, M.D.; Robert Michels, M.D.; and Jacob A. Arlow, M.D.

Postgraduate Education

The Sandor Rado Advanced Psychoanalytic Seminars are a program of postgraduate education for certified psychoanalysts and approved advanced candidates of the Columbia Center for Psychoanalytic Training and Research.

Seminar groups are organized in theoretical and clinical subjects, and new seminars are begun whenever there is indication of interest in a topic. Advanced candidates, graduates, and members of the Association for Psychoanalytic Medicine are eligible to participate. The Psychoanalytic Center considers participation in these study groups to be an important contribution to the work of the Center, and participation partially fulfills the requirements for appointment as a collaborating psychoanalyst at the Center.

Qualified persons willing to lead or join a seminar should contact the administrative assistant at the Center. A list of ongoing seminars may also be obtained from the administrative assistant.

Staff of the Center

Staff Psychoanalysts

Jacob A. Arlow, M.D.
Lecturer in Psychiatry

Morton J. Aronson, M.D.
Assistant Clinical Professor of Psychiatry

Stuart S. Asch, M.D.
Lecturer in Psychiatry

Elizabeth Auchincloss, M.D.
Lecturer in Psychiatry

Henry Bachrach, Ph.D.
Lecturer in Psychiatry

Jose Barchilon, M.D.
Lecturer in Psychiatry

Evan Bellin, M.D.
Lecturer in Psychiatry

Estelle Bender, M.D.
Lecturer in Psychiatry

Viola W. Bernard, M.D.
Clinical Professor Emeritus of Psychiatry and Special Lecturer

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Clinical Professor of Psychiatry

Alexander Broden, M.D.
Lecturer in Psychiatry

Leon Chattah, M.D.
Instructor in Clinical Psychiatry

Harvey Chertoff, M.D.
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Stanley J. Coen, M.D.
Associate Clinical Professor of Psychiatry

Max P. Cohen, M.D.
Assistant Clinical Professor of Psychiatry

John A. Cook, M.D.
Special Lecturer in Psychiatry

Arnold M. Cooper, M.D.
Lecturer in Psychiatry

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Nathanial Donson, M.D.
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Professor of Clinical Psychiatry

Samuel L. Feder, M.D.
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Max Goldberg, M.D.
Lecturer in Psychiatry

George S. Goldman, M.D.
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**Paulina F. Kernberg,
M.D.**
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Cochairman, Child
Program*

Henriette R. Klein, M.D.
*Special Lecturer in
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Frederick M. Lane, M.D.
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Director for Progression*

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Lecturer in Psychiatry

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Lecturer in Psychiatry

Michael H. Sacks, M.D.
Lecturer in Psychiatry

Roy Schafer, Ph.D.
Lecturer in Psychiatry

Jonah Schein, M.D.
Lecturer in Psychiatry

**Herbert Schlesinger,
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Lecturer in Psychiatry

Arthur Schore, M.D.
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Gloria Stern, M.D.
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Lecturer in Psychiatry

Michael H. Stone, M.D.
Lecturer in Psychiatry

Alberta B. Szalita, M.D.
*Special Lecturer in
Psychiatry*

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Hugo Zee, M.D.
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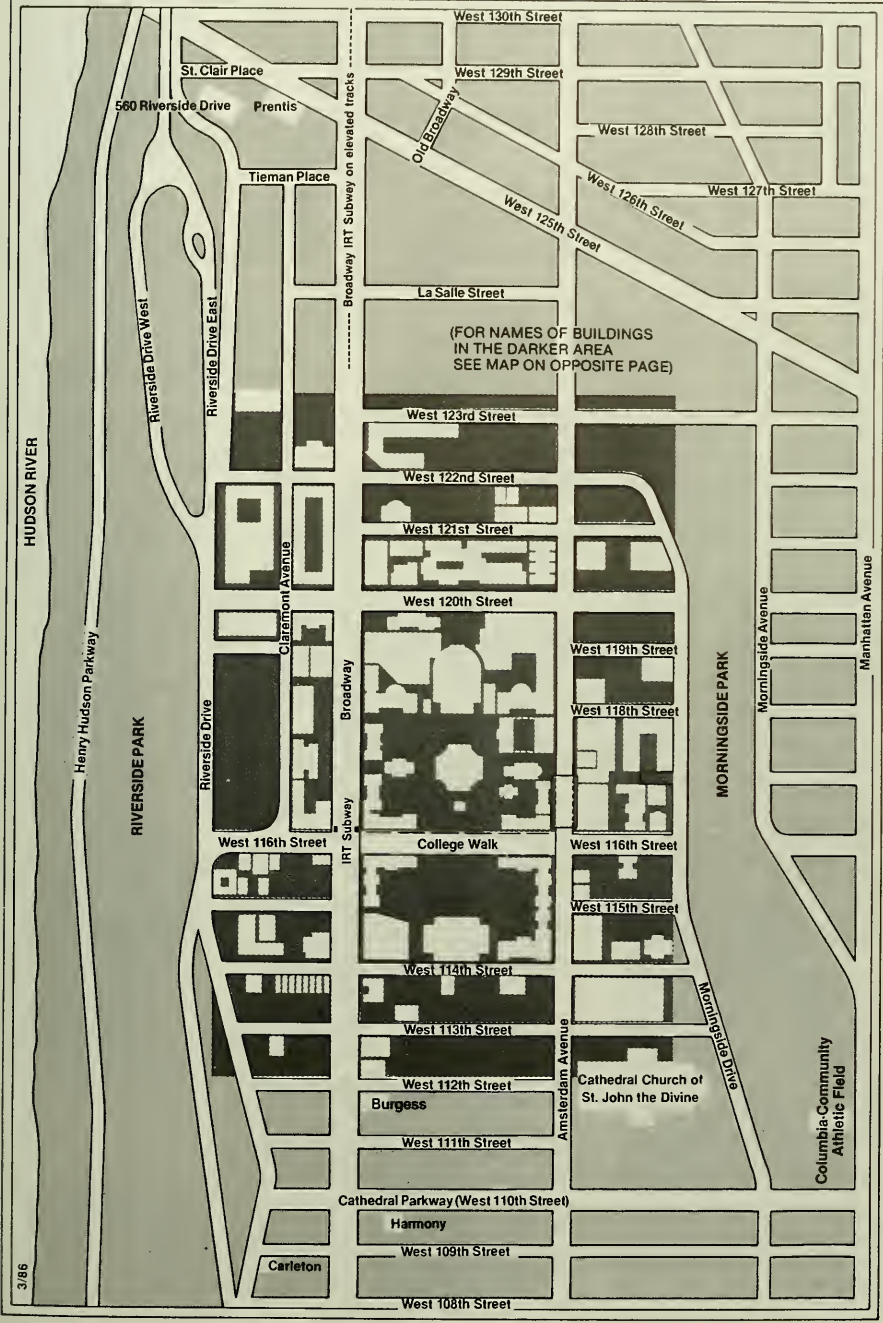
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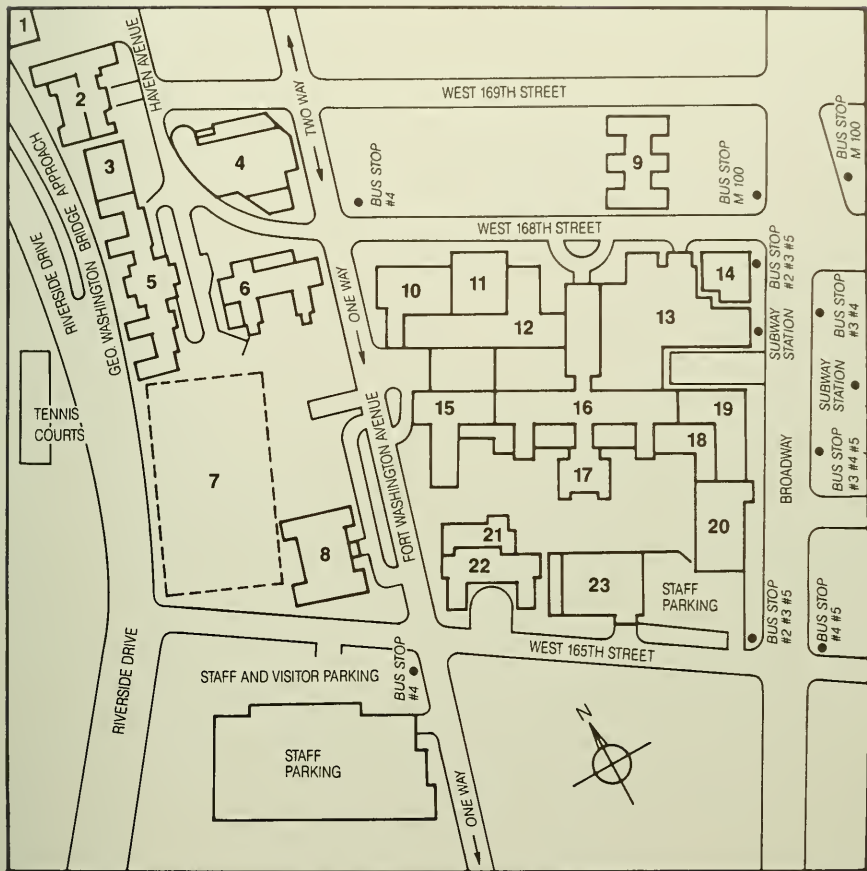
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Columbia University,
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| 1. Bard Haven Apartments | 9. School of Nursing
(The Georgian) | 17. The Pauline A. Hartford
Memorial Chapel |
| 2. Bard Hall Medical Student
Residence | 10. William Black Medical
Research Building | 18. Radiotherapy Center |
| 3. The Lawrence C. Kolb
Research Building | 11. Alumni Auditorium | 19. Center for Women and
Children, North |
| 4. Augustus C. Long Library-
Armand Hammer Health
Sciences Center | 12. College of Physicians and
Surgeons | 20. Center for Women and
Children, South |
| 5. The New York State
Psychiatric Institute | 13. Vanderbilt Clinic | 21. Eye Institute Research
Laboratories |
| 6. The Neurological Institute
of New York | 14. School of Public Health | 22. The Edward S. Harkness
Eye Institute |
| 7. Site of New Hospital
Building | 15. The Harkness Pavilion | 23. Service Building |
| 8. The Dana W. Atchley
Pavilion | 16. The Presbyterian Hospital
New York Orthopedic
Hospital
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